DOCUMENT RESUME

ED 459 434 CS 014 571

TITLE	Roar into Reading: A Guide for First Grade Teachers. From "Between the Lions[TM]."
INSTITUTION	WGBH-TV, Boston, MA.
SPONS AGENCY	Corporation for Public Broadcasting, Washington, DC.; Carnegie Corp. of New York, NY.; Arthur Vining Davis Foundations, Miami, FL.; Office of Educational Research and Improvement (ED), Washington, DC.; Charles H. Revson Foundation, Inc., New York, NY.
PUB DATE	2001-00-00
NOTE	38p.; Guide produced by WGBH Educational Foundation, Educational Programming and Outreach Department. "Between the Lions" coproduced by Sirius Thinking, Ltd. Funded in part by a Ready to Learn grant. Also supported by the Park Foundation and Institute for Civil Society. National corporate sponsorship by Cheerios.
CONTRACT	R295A00002
AVAILABLE FROM	Educational Print and Outreach, WGBH, 125 Western Ave., Boston, MA 02134. Tel: 617-492-2777, ext. 3848; Web site: http://www.wgbh.org/lions/. For full text: http://pbskids.org/lions/.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Beginning Reading; Curriculum Enrichment; Grade 1; Learning Activities; *Literacy; Phonics; Primary Education; *Reading Instruction; Whole Language Approach
IDENTIFIERS	*Between the Lions

ABSTRACT

"Between the Lions" is an award-winning PBS television series based on a comprehensive literacy curriculum that combines phonics and whole language. This guide has been created to help first grade teachers use "Between the Lions" in their classrooms to enhance their reading lessons. The guide is filled with engaging activities, classroom literacy strategies, booklists, episode descriptions, a reproducible reading award and reading log, song lyrics, and an index of episodes that will help teachers access the shows by vowel sounds, consonants, subject/theme, and more. It is organized around nine key topics in the series. For each topic, teachers will find "whole" activities, which emphasize both the pleasures and value of reading, as well as "part" activities, which are the nuts-and-bolts skills needed for learning how to read. The guide's emphasis is on current first-grade classroom practices, strategies for integrating the "Between the Lions" methods into teachers' current practices, and the series' innovative whole-part-whole approach. For each topic, the guide recommends episodes from Season Two. Season One and Season Two episode descriptions are also included. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

Watch BETWEEN THE LIONS weekdays on PBS

PBS KIDS

Roar into Reading

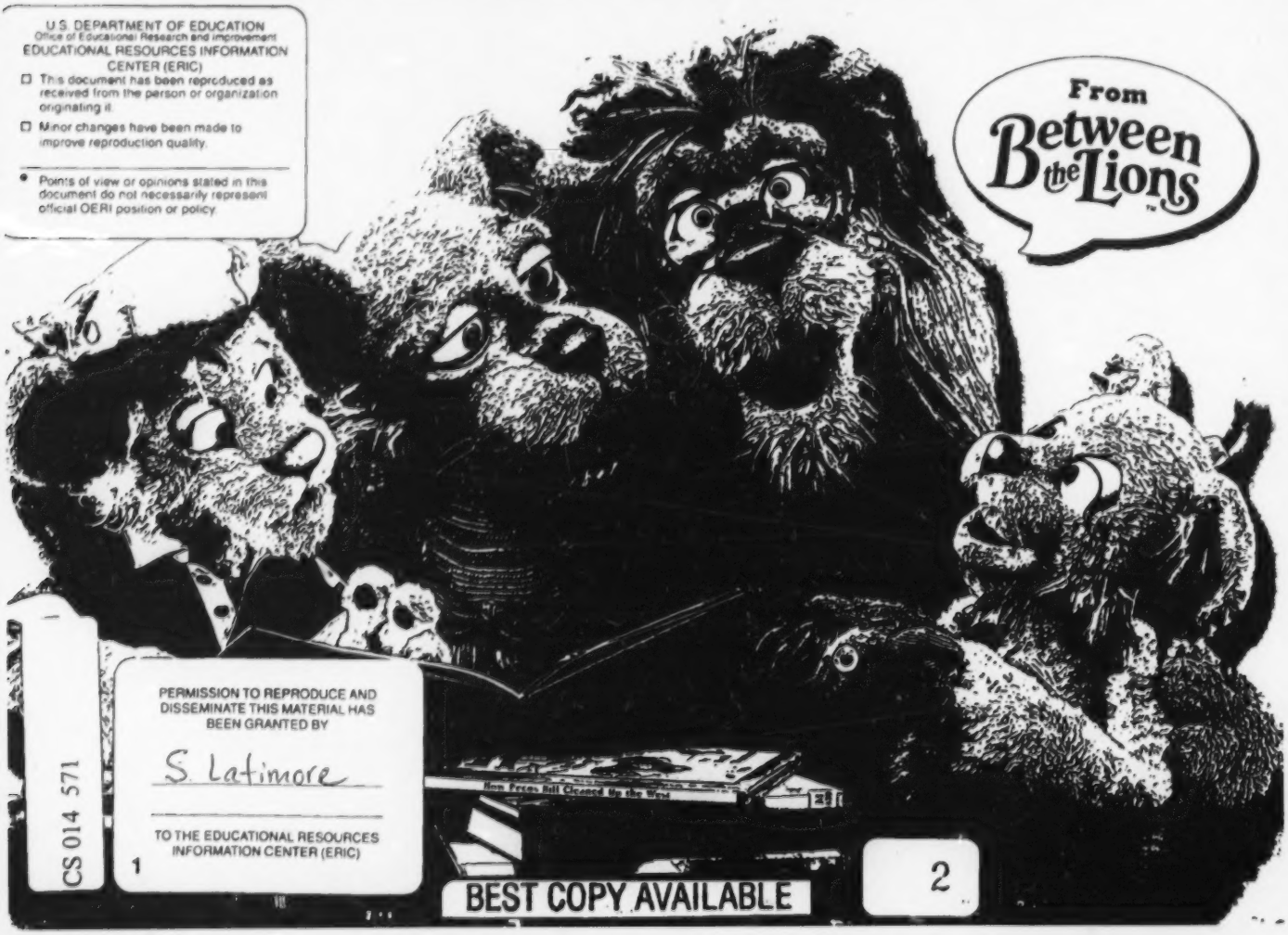
A Guide for First Grade Teachers

ED 459 434

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.



CS 014 571

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

S. Latimore

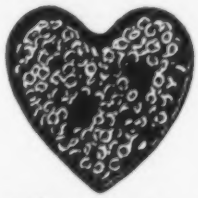
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

BEST COPY AVAILABLE

2

Between the Lions™



Cheerios

Dear Educator,

Cheerios is pleased to be a founding sponsor of BETWEEN THE LIONS, the very exciting program on PBS promoting children's literacy. For 60 years the cognitive development of children has been a major priority of Cheerios. We believe that BETWEEN THE LIONS will serve as a dynamic and exciting tool in advancing this mission.

We are proud to be a part of a relationship with WGBH because of its continuous efforts in producing quality educational television.

Cheerios hopes that these materials will be a valuable classroom resource to teach your students the lessons and activities that complement BETWEEN THE LIONS programming.

Happy Reading!

BEST COPY AVAILABLE

Roar into Reading

A Guide for First Grade Teachers

Contents

Introduction	2
All Kinds of Books	6
Once Upon a Time	8
Poetry Day	10
Information Please	12
Following Directions	14
Sing a Song	16
Reasons to Write	18
Be a Designated Reader!	20
Reading Difficulties	22
Reading Log	24
Reading Certificate	25
Episode Descriptions	26
List of Episodes By vowel sounds, consonants, genre, subject/theme	30
Songs	29 32

Teachers and school librarians may tape any BETWEEN THE LIONS episode and use it for educational purposes for up to one year after broadcast. To find out when the show airs, check local listings, visit pbs.org, or call your local PBS station.

BEST COPY AVAILABLE

Introduction

Why Teachers Are Roaring about Between the Lions

Developed with the help of literacy experts and educators around the country, Between the Lions helps kids learn how to read and develop a love for books. This award-winning television series is based on a comprehensive literacy curriculum that combines phonics and whole language. It has been proven to significantly improve reading skills according to a recent university study (see below).

The National Education Association, representing 2.5 million educators, has officially endorsed Between the Lions. "In tandem with classroom teachers, this extraordinary PBS series will help many beginning readers master key skills," says Bob Chase, president of NEA. "We invite teachers to take advantage of the program and Web site for top-notch lessons that extend learning."

The "mane" goals of the curriculum are to

- Model reading, writing, speaking, and listening behaviors, all vital to literacy acquisition.
- Motivate children to read and write by demonstrating that both behaviors are a source of pleasure and a steppingstone to every other kind of learning experience.
- Introduce viewers to the skills that enable literacy acquisition—phonemic awareness, letter-sound knowledge, and basic concepts about print.
- Acquaint children with a wide variety of styles and texts found in stories, letters, newspaper and magazine articles, poetry, plays, songs, nonfiction, reference materials, and more.

Between the Lions Really Works!

Research shows that kindergarten children who watched Between the Lions improved their reading skills significantly, according to a study conducted by the University of Kansas.

Kindergarten and first-grade children who watched 17 half-hour episodes before the show premiered were compared to similar children who did not watch any episodes. The study found that

- In matching letters and sounds, kindergartners who watched Between the Lions improved by 64 percent, compared to only 25 percent gains by children who did not watch.
- On a standardized reading test, kindergartners who watched Between the Lions outperformed children who did not (26 percent gains vs. 5 percent).
- Overall, children who watched outperformed children who did not by 4:1 (50 percent gains vs. 13 percent) on skills emphasized in the programs.

You can read the entire report by downloading it from the Between the Lions Web site. Go to **pbskids.org/lions** and click on Parents and Teachers. Click on Research under About the Series. Finally, click on BTL Report.pdf.

We invite you to join Between the Lions in our mission to help children learn to read. Despite the wild goings-on in this esteemed library, we really love reading and books. So come on, come in, and find out how Between the Lions belongs in your classroom!

BEST COPY AVAILABLE

About the Show

BETWEEN THE LIONS is named for a family of lions—Theo, Cleo, Lionel, and Leona—who run a library like no other on earth. The doors "between the lions" swing open to reveal a magical place where characters pop off the pages of books, vowels sing, and words take on a life of their own. The series combines innovative puppetry, animation, live action, and music to help children ages 4 to 7 learn to read.

Each BETWEEN THE LIONS episode opens in the library and introduces the **whole story**—original stories, fables and folktales, poetry, or some other engaging text—read aloud by one of the lions. This generates the library story line or plot, where the lions and other characters get involved in an adventure.

A **key word** (a word that is important to the plot and has a common spelling pattern) is selected from the opening whole story. The word family and vowel sound of the key word then become the focus of a series of **parts**—short skill-building segments for beginning readers that illustrate the alphabetic principle, letter-sound correspondence, word families, blending, segmenting, word meanings, and other conventions of written English. These segments are hosted by supporting characters such as Cliff Hanger, Dr. Ruth Wordheimer, the knights of Gawain's Word, Arty Smartypants, and the Vowelles.

The show then returns to the library story line. The problem developed in the opening sequence is resolved, as the final sequence revisits the opening story with a new twist.

What's New in Season Two

BETWEEN THE LIONS premiered in April 2000 with 30 half-hour programs. The following year 25 new programs were added to the line-up. Here are some highlights from Season Two:

- The Lion family brings more literature to life, using popular trade books, myths, and folktales as read-alouds.
- The high-spirited "parts" segments reinforce and expand the focus on the essential skills for early literacy. Included are more advanced phonics skills, such as long vowels and vowel digraphs, presented by popular characters such as Arty Smartypants and the Vowelles.
- Heath the Thesaurus explains word meanings, and the Lion family pauses to examine unfamiliar words in context. The importance of word order and self-monitoring for meaning is showcased.
- New songs celebrate word families, basic and more advanced letter-sound mappings, and another set of high-frequency sight words.
- The BETWEEN THE LIONS Web site has been expanded and is now even easier to navigate. New features include classroom ideas for teachers, new interactive games for children, more printables, and a home page for each of the cubs.

BEST COPY AVAILABLE

A Guided Tour

"Clickety-clack, Clickety-clack!" (Episode #206) begins with the "whole" as Cleo reads aloud the book *Click, Clack, Moo: Cows That Type* to Lionel and Leona. The cubs have never seen a typewriter, so Theo, with the help of Click, tries to explain what it is.

⇩

The key word *click* is lifted out of the book. This key word and related word family, *–ick*, forms the basis for the various "parts" that follow.

⇩

Martha Reader and the Vowelles sing the short *i* sound from the word *brick* and the word family *–ick*.

⇩

By changing its beginning letters, the word *brick* morphs into different words: *brick* becomes *Rick*, then *trick*, then *tick*, then *stick*.

⇩

Fred reinforces the short *i* vowel sound, spelling *lip* and *stick* as he slowly says each sound.

⇩

In Gawain's Word, Sir *k* and Sir *ick* create the word *kick* by charging together at high speed.

⇩

In the latest Cliff Hanger adventure, Cliff must say the magic words "six thick thistle sticks" and Trixie will give him a lift off the cliff. Just as Cliff finally says the words, Trixie flies away, leaving Cliff hanging once again.

⇩

Back in the library story, Click locates Theo's old typewriter. Alas, it now goes "clunk" instead of "click-clack." Click then borrows the cows' typewriter out of the book and Theo gets to type.

⇩

In a humorous aside, a character named Captain Ahab searches for Moby Duck but only spies Moby Chicken.

⇩

In another word morph, *chick* becomes *ick*, then *pick*, then *ping*.

⇩

The song "If You Can Read *ing*" introduces lots of words that feature the *–ing* word family, such as *king*, *ring*, and *swing*.

⇩

In another aside, Mr. Bruno Kirby talks about *nothing*.

⇩

The show returns to the library story and revisits the "whole." Cleo and the cubs fix up Theo's old typewriter and Click returns the cows' typewriter back to the book. The cows are satisfied, and Theo types to his heart's content. Cleo and the cubs finish reading *Click, Clack, Moo*.

How to Use This Guide

Roar into Reading has been created to help you use BETWEEN THE LIONS in your classroom to enhance your reading lessons. It is filled with engaging activities, classroom literacy strategies, booklists, episode descriptions, a reproducible reading award and reading log, song lyrics, and an index of episodes that will help you access the shows by vowel sounds, consonants, subject/theme, and more.

The guide is organized around nine key topics in the series. For each topic you'll find **"whole"** activities, which emphasize both the pleasures and value of reading, as well as **"part"** activities, which are the nuts-and-bolts skills needed for learning how to read. The emphasis is on current first grade classroom practices, strategies for integrating the BETWEEN THE LIONS methods into your current practices, and the series' innovative whole-part-whole approach. For each topic we've recommended episodes from Season Two. See pages 30–31 for Season One and Season Two episode descriptions.

Whether or not you and your students watch BETWEEN THE LIONS, the methods the series uses are fun and effective ways to teach children to read, and ones you can adapt to your own personal style and lesson plans. They are methods that are proven to help kids get wild about reading!

BEST COPY AVAILABLE

BETWEEN THE LIONS Web Site

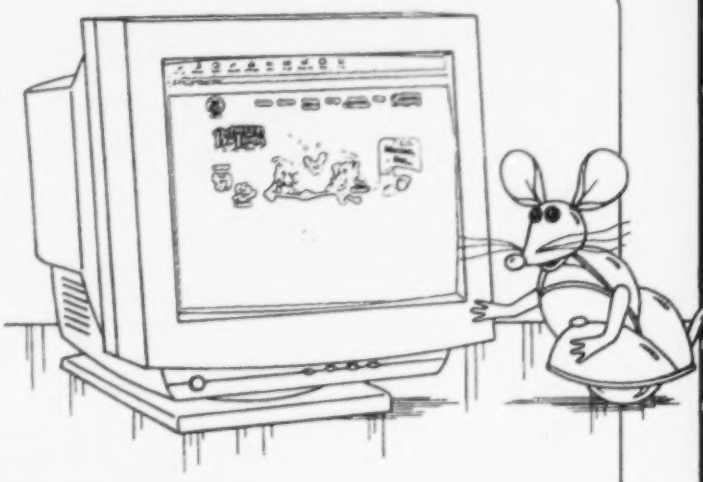
The BETWEEN THE LIONS Web site showcases fun, interactive games and stories that help children build their literacy skills. You can find useful literacy tips, printable materials, songs, recommended books, and many other resources. We encourage you to browse through the site beginning with the home page. Here are some highlights to help you get started.

Map
This site map is a giant index to everything on the Web site.

Stories
From the home page, click on Stories. You'll find text versions of each of the 25 new stories ("wholes") for Season Two, plus the 30 stories from Season One. Each story leads to related games. Under Cliff's Notes (named for our character Cliff Hanger), you can print the story, access the Games area, find out more about the episode and its curriculum, read literacy tips, and learn about several recommended books that go well with the story.

Games
When you click on Games, you'll find ten exciting, interactive games that challenge children and build their literacy skills. (To play, you will need Shockwave, a free and easy-to-install plug-in. For games that do not require Shockwave, visit Games Unlimited, accessible from the Games page.)

Things to Print
Here you'll find BETWEEN THE LIONS characters, letter and number guides, and alphabet cutouts. There are games to print and printable versions of all the BETWEEN THE LIONS stories. You can print out special pages for children to make their own books. You'll also find a clock, BETWEEN THE LIONS pretend money, an address page, calendar pages, a Designated Reader sign-up sheet, a list maker, bookplates and bookmarks, and printable reading certificates.



Songs
Want to hear your favorite BETWEEN THE LIONS song? Click on Songs to find movie and audio clips of many of the songs featured in the series, as well as lyrics.

Parents and Teachers
In this section you'll find literacy tips and resources, recommended books, clips from the video for parents "Leading the Way to Literacy," information about the series and the curriculum, "anywhere" games for kids, how to get in touch with BETWEEN THE LIONS, and how to sign up for the **free** weekly newsletter, *The Paw Print*™. The guide for kindergarten teachers, *Get Wild About Reading!* is also available online.

Lionel's and Leona's Home Pages
Click on the cubs' pictures (from the BETWEEN THE LIONS home page) to play games, look at "Pawlaroids," or write to Leona and Lionel.

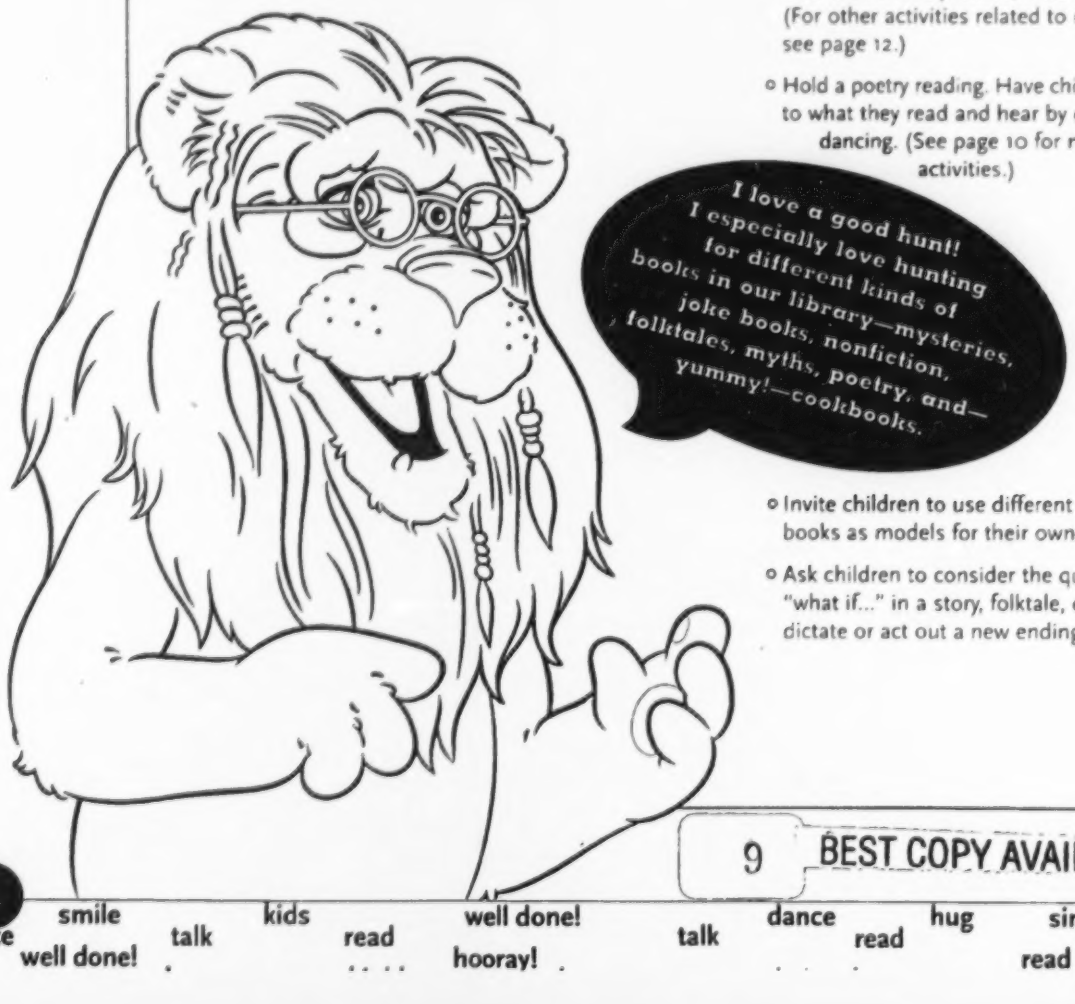
Word Helper
The Word Helper, an alphabetical index of words hosted by Click and Heath, lets children click on a word, hear it pronounced, read a definition of it, and learn the Spanish word for it. Access the Word Helper at the bottom of the BETWEEN THE LIONS home page.

BEST COPY AVAILABLE

All Kinds of Books

Reading aloud and using books in the classroom is one of the best ways to help children learn to read.

- When Lionel reads *Abiyoyo* aloud in "Zoop! Zoop!" (#205), he changes the pitch of his voice and the speed of his reading to match the action or add drama. He uses different voices for the characters and reflects their emotions. Practice some of these techniques. The more comfortable you are reading, the more fun the story will be for everyone.
- Before reading aloud a story that has a repetitive phrase or sentence, as Karen Kandel does in "Oh, Yes, It Can!" (#212), write the repetitive part on a large oak tag card. Track the print as that part of the story is read aloud. Children will enjoy following along and sharing in the read-aloud.
- When reading *to* children, choose books with rich language and content that will expand their vocabulary and world view. When reading *with* children, choose books that will help children stretch their decoding skills. For reading *by* children, choose books they can read with a 95 percent accuracy rate (fewer than 5 errors out of 100 words). See page 22 for more tips on independent reading.
- The lions read all kinds of books—joke books, how-to books, multicultural folktales, myths, poems, stories, biographies, nonfiction, and books of different reading levels. Stock your library with a variety of books.
  - After children read a joke book, have them write and illustrate their own jokes.
  - For nonfiction books, children can draw and label a scientific process, historical event, etc. (For other activities related to nonfiction, see page 12.)
  - Hold a poetry reading. Have children respond to what they read and hear by drawing or dancing. (See page 10 for more poetry activities.)


I love a good hunt!
I especially love hunting for different kinds of books in our library—mysteries, joke books, nonfiction, folktales, myths, poetry, and—yummy!—cookbooks.

- Invite children to use different kinds of books as models for their own writing.
- Ask children to consider the question "what if..." in a story, folktale, or myth and dictate or act out a new ending.

9 BEST COPY AVAILABLE

hese activities focus on using a key ord, word families, and word blending o increase phonemic awareness.

- Select a key word that targets a particular vowel sound from a book your class is reading. For example, in *When I Was Five* ("Five, Six, and Thistle Sticks" #213), the key word can be *six* and the targeted vowel sound is short *i*.
  - Use your key word as a beginning of a word-morph chain: *six/fix/fin/win*.
  - Have children practice saying the target vowel sound by singing it à la Martha Reader and the Vowelles.
  - Ask a small group of children to act out a "Gawain's Word" segment. Provide props (plastic helmets, mops for horses, etc.) and let children blend away!
  - See how many words from your targeted word family (such as *–op*) children can come up with and add them to a Word Wall or chart.
- Tongue twisters are a great way to get children to practice saying and recognizing a target vowel sound. Write a tongue twister that features a target vowel sound, such as "six thick thistle sticks" (short *i*) on chart paper. Invite children to practice the tongue twister until they can say it three times without an error. Maybe they will have better luck than Cliff Hanger in "Cliff Hanger and Trixie the Tricky Pixie" ("Clickety-clack, Clickety-clack!" #206)!
- On BETWEEN THE LIONS, words that contain the target vowel sound often appear on-screen with the vowel highlighted. You can achieve a similar effect in a big book by taping transparent film over words that contain your target vowel sound or just over the vowels. As you read aloud and track the print, children can see which words contain a particular sound.

BETWEEN THE LIONS Episodes

The following Season Two episodes feature these books and stories.

"Zoop! Zoop!" #205
Abiyoyo, by Pete Seeger

"Why the Baboon's Balloon Went Ka-boom!" #218
Because a Little Bug Went Ka-Choo! by Rosetta Stone

"Tweet! Tweet!" #222
Bone Poems, by Jeff Moss

"Trains and Brains and Rainy Plains" #215
Bringing the Rain to Kapiti Plain, by Verna Aardema

"Poetry Day" #207
A Child's Garden of Verses, by Robert Louis Stevenson

"Clickety-clack, Clickety-clack!" #206
Click, Clack, Moo: Cows That Type, by Doreen Cronin

"The Good Seed" #203
The Empty Pot, by Demi

"Humph! Humph! Humph!" #202
"How the Camel Got His Hump" in *Just So Stories*, by Rudyard Kipling

"But, Mama, But..." #219
I Miss You, Stinky Face, by Lisa McCourt

"The Sad Dad" #201
It Could Always Be Worse, by Margot Zemach

"Pebble Trouble" #211
Sylvester and the Magic Pebble, by William Steig

"Oh, Yes, It Can!" #212
"Talk" in *Favorite Folktales from Around the World*, by Jane Yolen

"Five, Six, and Thistle Sticks" #213
When I Was Five, by Arthur Howard

"Dreaming Shakespeare" #220
William Shakespeare's Romeo and Juliet, by Bruce Coville

"Poetry Day" #207
Through the Looking Glass, by Lewis Carroll

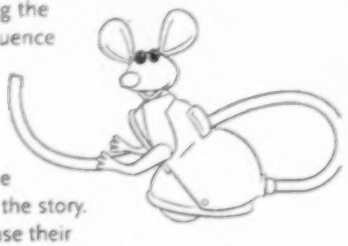
may want to use a combination of BETWEEN THE LIONS sodes and activities based on a particular word family owel sound. Use the episode descriptions (page 26) the episode index (page 30) to help you choose the propriate episode.

BEST COPY AVAILABLE

Once Upon a Time

Folktales, fables, and myths help provide the richness of literature and language that children need.

- If a folktale or fable you are reading is cumulative or repetitive, invite children to choral read those parts. Encourage them to be expressive when they read, and to use their bodies to convey action and emotion.
- Children's interests and abilities shine when a folktale is turned into a whole-class play. Some children can write out the lines the characters will speak; others can create scenery and props. Another group can play the characters, while still others can design and write playbills or a program. Invite other first grade classes, the principal and staff, or the whole school! Holding performances at different times can encourage family members and strengthen home-school connections.
- Invite children to write, dictate, or record on cassette a new ending, sequel, or chapter to a folktale, fable, or myth, just as Leona does in "Quest, Quest, Quest!" (#216). They can also write new lines for a character.
- When discussing the meaning or sequence of the story, have children go "between the covers" of a book to ask the character about the story. Children must use their imaginations and draw conclusions to role-play the character and reporter. Like Click the Mouse, you can "click" the character out of the book by role-playing the character yourself or asking a volunteer to do so. Discuss how the story might change if the character acted or spoke in a different way.



Greetings!
Salutations!
Use some wonderful, stupendous, extraordinary folktales, myths, fables, and other classic stories to expose children to the richness of literature and, my favorite subject, the study of words.

BEST COPY AVAILABLE

These activities offer wonderful opportunities to explore new vocabulary and word meanings.

- Print out a picture of Heath from the BETWEEN THE LIONS Web site. (Go to **pbskids.org/lions** and click on Things to Print. Under Coloring Pages and Letter Guides, click on Characters and print either Heath or Heath: Ten Small Words.) Enlarge the picture of Heath as much as you can, color him, and display him on a classroom wall. When children come across a word they don't know, have them write the word down on an index card or sticky note and attach it to Heath. Help children find the definitions and add the meaning to the card.

- Keep a good beginning children's dictionary in a prominent place in your classroom. Explain what a dictionary is and show children how to find a word. Point out that sometimes a picture or illustration is added to help explain the meaning. When a child has a word he or she needs to look up, model the process of using the dictionary. Consider adding an online or CD-ROM dictionary to the class computer.

- When Cleo reads aloud *Click, Clack, Moo: Cows That Type* ("Clickety-clack, Clickety-clack!" #206), Leona and Lionel don't know what a typewriter is. Theo finds his old trusty typewriter to show them. Try to *show* children the meaning of words they don't know by displaying objects, acting out actions, demonstrating, and dramatizing.

- Establish a "word-of-the-day" or "word-of-the-week." Select a word that will be helpful for children to know and that fits with what you are doing or studying. Explain the meaning and have children use the word whenever possible. If a visitor comes in and uses the word, children can display a pre-selected signal (such as the victory sign)—and then congratulate the visitor!

BETWEEN THE LIONS Episodes

Here are some episodes that feature folktales, fables, and myths.

"The Sad Dad" #201
This episode features a version of the European folktale "It Could Always Be Worse."

"Humph! Humph! Humph!" #202
This episode takes its cue from Rudyard Kipling's fable "How the Camel Got His Hump" in *Just So Stories*.

"The Good Seed" #203
The book *The Empty Pot*, a Chinese folktale by Demi, highlights the courage it takes to tell the truth.

"Icarus's Wings" #204
The featured text is based on the Greek myth about Icarus and Daedalus.

"Oh, Yes, It Can!" #212
The African folktale "Talk," is retold by storyteller Karen Kandel.

"Bug Beard" #214
The Dominican folktale "Papa Bwa, Greedy Guest" is the basis of this episode.

These episodes show Heath, Cleo, or Theo helping with vocabulary and word meanings.

"The Good Seed" #203
Heath explains what a *successor* is to Leona. At the end of the episode, Heath defines *moral*.

"Zoop! Zoop!" #205
In *Abiyoyo*, the word *ostracized* is defined within the text.

"Clickety-Clack, Clickety-Clack!" #206
When the cubs don't know what a *typewriter* is, Theo finds his old friend, his Underwood typewriter, from years ago.

"Pebble Trouble" #211
The word *ceased* is defined within the context of the book *Sylvester and the Magic Pebble*.

"Tweet! Tweet!" #222
Lionel explains what *descendants* and *ancestors* mean; the Information Hen defines *extinct*; *meteorite* is explained in context of a *dinosaur* book; Dr. Ruth tells a monkey what a *parakeet* is; Heath explains what a *drought* is.

BEST COPY AVAILABLE

Poetry Day

Experimenting with poetry is a lively and fun way to explore different kinds of texts.

- Host a Poetry Day in your own classroom! Provide lots of poetry books and different forms of poetry, such as haiku, nursery rhymes, limericks, narrative poems, and non-rhyming poems. Ask children to choose a favorite poem to learn. Invite them to a Poetry Jam where they will read or recite their poem aloud. Encourage children to write their poem in their best writing and draw an accompanying picture. Display the poems and drawings or bind them into a classroom anthology.

- Terse verse is a lot of fun for children to write and illustrate (e.g., tan man; sad dad; fat cat). You can use Bruce McMillan's *One Sun: A Book of Terse Verse* and *Play Day: A Book of Terse Verse* (both out of print but often available in libraries) as models. Have children write their own terse verse using the word families they're familiar with.

- Children can try their paws at writing poems that don't necessarily rhyme, such as acrostic poems, where the first letter of each line spells a word vertically (example A), and the structured diamante poem, (example B) which forms a diamond shape with one-word, two-word, and three-word lines.

Lively (A)
Interesting
Over the top
Never boring.

Click
Smart, funny
Helping, finding, teaching
Computer, library, books, words
Clicking, laughing, saving
Little, helpful
Mouse
(B)

I love language,
I think it's fine
To dine on poetry,
line by line.
Reading poetry
is sunshine;
Hearing poetry tingles
my spine;
Writing poetry—
I'm a literary
feline!

- Write several topics on pieces of paper and have children select one out of a hat. Here are a few ideas to get their whiskers quivering:
  - favorite kind of animal
  - a pet
  - a favorite place
  - a special person
  - an activity
  - a book or TV character
  - summer vacation
  - themselves
  - favorite food
  - seasons
  - weather

- You can provide children with poetry "starters" to help them focus their ideas and thoughts. For example: "I am..."; "I love to go to..."; "My best friend..."

- When children least expect it, announce "Poetry Break!" and have children stop what they are doing and read a poem or work independently or in pairs to write a poem. Allow time later in the day for children to share their poems.

BEST COPY AVAILABLE

Rhymes are a great way to build word families and phonemic awareness.

- To help unlock the secret of rhyming, show children a few segments from BETWEEN THE LIONS that highlight rhyming words, such as the song "If You Can Read *at*" ("Oh, Yes, It Can!" #212), word morphs that show changes only to the beginning sound of the word, and songs by the Fonix, such as "Double *ee*" ("The Good Seed" #203). Point out that rhyming words have the same ending sound, but different beginning sounds.

- Try this rhyming game with children in pairs or small groups. One child starts the game by saying a word in the word family the class is studying, such as *hop*. The next child must name a word that rhymes with *hop*, such as *pop*. The rhyming continues without children repeating any of the words, until they can't think of any more.

- Use magnetic letters to help children find rhymes. Have children build a word part you are focusing on in the classroom, such as *–an*, with magnetic letters. Then have them put other letters in front of the word part, starting with *a* and going through the whole alphabet. As each "word" is created, children read the word to see if it is indeed a real word.

- Children can make rhyming dictionaries by categorizing words by the families to which they belong. For instance, on the *–an* page, children would list the words *man, fan, pan*. The words *ten, when, men* would be on the *–en* page. These dictionaries can be very handy when children are writing rhyming poems, and the process of classifying words will reinforce word-family relationships.

ROBERT LOUIS STEVENSON'S
A Child's Garden of Verses
Illustrated by Brian Wildsmith
THE RANDOM HOUSE Book of POETRY for Children

BETWEEN THE LIONS Episodes
The following episodes feature poetry.

"Poetry Day" #207
Walter and Clay Pigeon learn all about poetry on Poetry Day at the library. Robert Louis Stevenson's *A Child's Garden of Verses* is showcased.

"Tweet! Tweet!" #222
This episode is based on the poetry book *Bone Poems* by Jeff Moss.

These episodes include rhyming words, songs, and related word morphs.

"The Good Seed" #203
Included in this episode is the song "Double *ee*" by the Fonix, a word morph *(weep–peep–sheep)* and a limerick where letters change *(Bo Peep, sheep, sleep)*.

"Clickety-clack, Clickety-clack!" #206
This episode includes a word morph *(brick–Rick–trick–tick–stick)* and the song "If You Can Read *ing*."

"Pebble Trouble" #211
This episode includes the song "If You Can Read *en*" and a limerick about a knight *(quest, test, best)*.

"Oh, Yes, It Can!" #212
Included in this episode is the song "If You Can Read *at*" and a limerick about *cats, rats,* and *bats*.

Poetry Now!

Here are some good poetry books to get you started:

Bryan, Ashley. *Sing to the Sun*

Demi. *In the Eyes of a Cat: Japanese Poetry*

Mora, Pat. *This Big Sky*

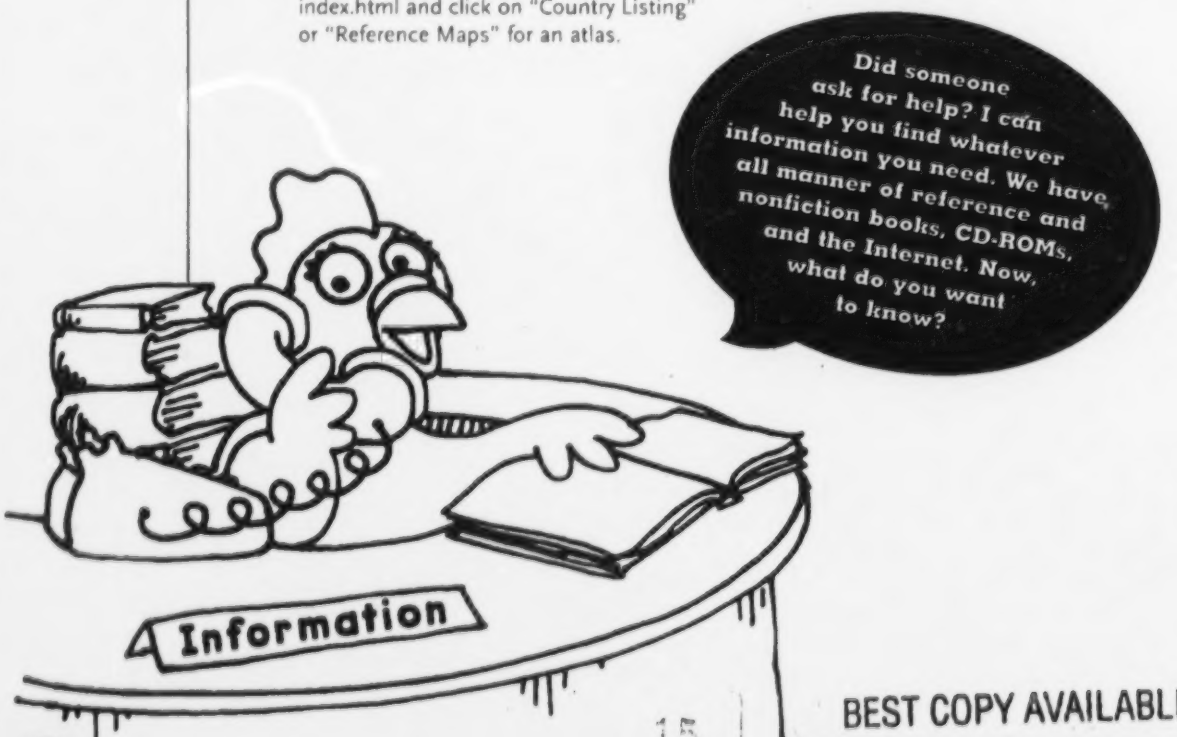
Prelutsky, Jack, ed. *The Random House Book of Poetry for Children*

BEST COPY AVAILABLE

Information Please

These activities focus on using the library, the Web, and nonfiction resources.

- Lionel gets help from Dr. Ruth Wordheimer with the long word *archaeopteryx* ("Tweet! Tweet!" #222). Help children look up a word in a dictionary. Point out that the dictionary provides a definition as well as the pronunciation.
- Explain to children that a *thesaurus* is another reference book about words. Find a word such as *happy* and read aloud several of the words listed. Ask children to suggest words to look up.
- In "Oh, Yes, It Can!" (#212), Karen Kandel uses a globe to show where the story she is going to tell comes from. Using a globe or an atlas, point out where children live and where other countries are.
- Many reference books are now available on CD-ROMs and on the Internet. Show children how to use a CD-ROM reference source or visit these Web sites:
  - www.dictionary.com
  - www.thesaurus.com
  - www.encyclopedia.com
  - www.odci.gov/cia/publications/factbook/index.html and click on "Country Listing" or "Reference Maps" for an atlas.
- What can you do with nonfiction books? Here are some ideas.
  - Teach children about the parts of a nonfiction book: table of contents, glossary, index, photos, diagrams, captions, and so on. Include one or more of these features in your next class book.
  - Read aloud nonfiction and fiction books on the same topic. Point out the differences between them.
  - A poem about a *Tyrannosaurus rex* leads Lionel and Leona to a book about dinosaurs ("Tweet! Tweet!" #222). Show children how to take a topic they are interested in, such as baseball or ballet, and look it up in a book or Web site. Ask children to share what they've found with the class.
  - Consider instituting a weekly nonfiction writing routine in your classroom on Mondays called "Weekend Update." Children can draw, label, and write about what they did over the weekend.


Did someone ask for help? I can help you find whatever information you need. We have all manner of reference and nonfiction books, CD-ROMs, and the Internet. Now, what do you want to know?
Information

BEST COPY AVAILABLE

As children use nonfiction and other information sources, they will encounter new vocabulary.

Have children be word detectives. When they come across a word they don't understand, have them look at the sentence to see if they can figure out the word's meaning in context. Sam Spud always checks to make sure his sentences make sense. They usually don't until he revoses—that's *revises!*

Since decoding a word is key to understanding its meaning, offer these activities to strengthen children's decoding skills.

- Create a Dr. Ruth Wordheimer office for treating "Long Word Freakout" or simply "Word Freakout," depending upon the severity of the case. You or a volunteer can play the part of Dr. Ruth and help patients figure out a word "one part at a time." For a challenge, write out an especially long word and have children use the good doctor's technique to figure it out.
- Encourage children to look for smaller words (especially words they already know) within a larger word. Reading a word like the name Benjamin is easier if children can find three smaller words in it: Ben–jam–in.
- Once children know word patterns and consonants, they can read many words within that pattern. Show children a segment from a BETWEEN THE LIONS episode where the song "If You Can Read *at*" (or *en* or *ing*) is sung ["Oh, Yes, It Can! #212 (*at*), "Clickety-clack, Clickety-clack! #206 (*ing*), "Pebble Trouble" #211 (*en*)]. Use the song to remind children how much they already know about words and word families.
- Looking for compounds is another handy strategy. Show children that the word *mousetrap* is actually made up of two smaller words. Write the compound word on an index card and cut the word into its two parts with scissors. While watching BETWEEN THE LIONS or reading a book aloud, create a list of compound words and have children draw pictures to illustrate their meanings.

BETWEEN THE LIONS Episodes

The following episodes show the lions using nonfiction references.

"Bobby the Hopping Robot" #208
Lionel must read the instructions in order to fix his toy robot.

"Trains and Brains and Rainy Plains" #215
Lionel has Click drag and drop a train from a nonfiction book into the fiction book *Bringing the Rain to Kapiti Plain*.

"Tweet! Tweet!" #222
Lionel finds out all about dinosaurs.

Here are some episodes that feature characters using decoding skills.

"The Sad Dad" #201
Leona tries to read the word *dancer*.

"Bobby the Hopping Robot" #208
Scot and Dot decode Chicken Jane's warning.

"Teacher's Pet" #209
Dr. Ruth Wordheimer helps a patient with long word freakout.

"The Last Cliff Hanger" #210
Lionel misreads *lost* for *last*.

"Quest, Quest, Quest!" #216
Dr. Ruth helps a patient with long word freakout.

"Why the Baboon's Balloon Went Ka-boom!" #218
Scot and Dot decode Chicken Jane's warning.

Click on these Web sites for children!

Use the Bookmark or Favorites feature of your computer's toolbar or Internet software to make the sites easier (and faster!) for children to access. You can start with the BETWEEN THE LIONS Web site and visit the links there. Check these out, too:

DiscoverySchool.com Online encyclopedia, dictionary, clip art, and activities in science, social studies, math, and English, and more.

enchantedlearning.com Kids can research animals, inventors and inventions, explorers, and more.

Kiddonet.com Games for kids, including writing activities.

ipl.org/youth The Internet public library, youth division. Books to read, activities to do, etc.

nationalgeographic.com An online version of *National Geographic* magazine.

seemorewildlife.com Live streaming video of elephant seals and stellar sea lions, plus links to other wildlife cams.

Zoonet.org Pictures of animals.

BEST COPY AVAILABLE

Following Directions

Recipes, instructions, and directions give children experience with different kinds of texts.

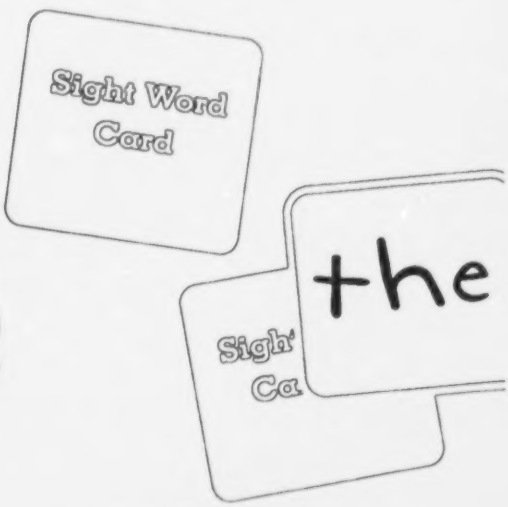
- Remind children that when Cleo and Theo make tackled hamburger, peppered tenderloin, or other delectable lion treats on "What's Cooking with Cleo and Theo?" they have to follow a recipe. Display a simple no-cook recipe (Please be aware of food allergies!) on chart paper that small groups of children can make, such as jelly sandwiches. Discuss what it means to follow the recipe in order and what might happen if they tried it out of order!

- Invite children to create a classroom restaurant, shoe store, post office, etc. As a whole group, discuss what needs to be done first, next, and last. As the group brainstorms, write suggestions on chart paper. For example, if children create a restaurant, they need to decide what kind of food they will serve at their restaurant *before* they create a menu. Then have children take turns role-playing customers and staff.

- Have children write instructions for something they know how to do, such as make a sandwich, hit a baseball, or send an e-mail. Encourage children to think about what steps need to be taken first, second, third, and so on. They might find it helpful to number the steps in their instructions. They can also draw pictures of each step and label them. Children can then pair up and review each other's instructions to see if they have included all necessary steps. To extend the activity, have children actually carry out the instructions to see what may or may not have been left out.

- In his many adventures, Cliff Hanger must consult his trusty Survival Manual and follow the instructions to get off the cliff. Invite children to write their own instructions for Cliff to follow to get off the cliff.

I like making things, don't you? It helps to follow instructions one step at a time and in order.
Today's Recipe
1. Take top off pot.
2. Mop chop.
3. Drop chop in pot.
4. Cook for 4 hours.



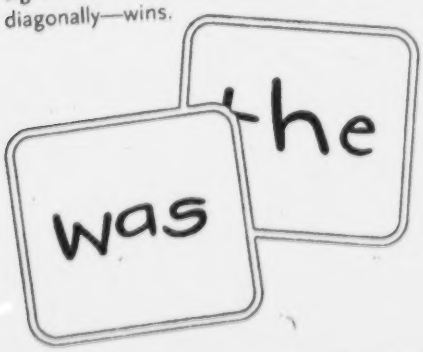
ese activities focus on sequencing d common sight words.

Write a sentence that tells children to do something, such as "Draw a picture of yourself." Cut out the words and punctuation and place the pieces in a resealable plastic bag. Invite children to put the words back together in the proper sequence. Then have them do what the sentence says.

- Children will encounter lots of common little words in recipes, directions, and other types of instructional writing. To give children practice identifying these "sight" words, enlarge a newspaper article, recipe, or other text and have children find and highlight high-frequency sight words. For example, children could focus on the ten little words that Heath sings about ("Stop That Chicken!" #225)—*are, as, for, he, his, I, on, they, was, with.* You can also graph the words to see which one occurs most often.

- Invite students to play a Sight Word Memory Game. Ask children to help you make sight word cards with markers and index cards. (Make sure there are two of each sight word.) Tell children to shuffle the cards and lay them out face-down. Children then take turns flipping two cards over, trying to make a match. If a child makes a match, he or she takes another turn. The child with the most matches wins.

- To play Sight Word Bingo, make cards with sight words in place of numbers. One child can be the caller, while the other players place counters or small objects on the cards as the caller calls the sight words. The first player to get a row of sight words—vertically, horizontally, or diagonally—wins.



Between the Lions Episodes

These episodes involve following instructions.

"Icarus's Wings" #204
Walter and Clay Pigeon read directions for flying.

"Teacher's Pet" #209
Cleo follows Ms. Creaky's flu remedy.

"The Chess Mess" #224
How can you learn how to play chess? Look in a book!

These episodes and others feature a large number of sight words.

"The Sad Dad" #201
Sight words include *dad, this, that, is, very, it, could, be, from, everyone, woman, worse.*

"Oh, Yes, It Can!" #212
Sight words include *it, in, can, can't, yes, you, that, I, they, has.*

"Trains and Brains and Rainy Plains" #215
Sight words include *the, this, is, big, all, that, with, on, no.*

"But, Mama, But . . ." #219
Sight words include *and, away, but, if, I'll, is, going, the, what, you.*

"Stop That Chicken!" #225
The song "Ten Little Words" features the sight words *I, he, they, with, was, his, are, on, as, for.*

Cooking Fun

There are lots of tasty children's cookbooks to use. Try these:

Braman, Arlette. *Kids Around the World Cook!*

Katzen, Mollie and Ann Henderson. *Pretend Soup.*

Williamson, Sarah. *Kids Cook! Fabulous Food for the Whole Family.*

BEST COPY AVAILABLE

Sing a Song

The BETWEEN THE LIONS songs, as well as others, are ideal for reinforcing learning.

- Write BETWEEN THE LIONS song lyrics on chart paper to begin your lessons. For instance, if you are going to do a lesson on the *–at* word family, invite children to sing "If You Can Read *at*" ("Oh, Yes, It Can!" #212). When children are getting ready to write, sing "Got a Good Reason to Write" ("Pebble Trouble" #211) first. Track the song lyrics on your chart paper as they sing, giving children not only the content of the song, but the chance to associate print with the spoken (or sung!) word.

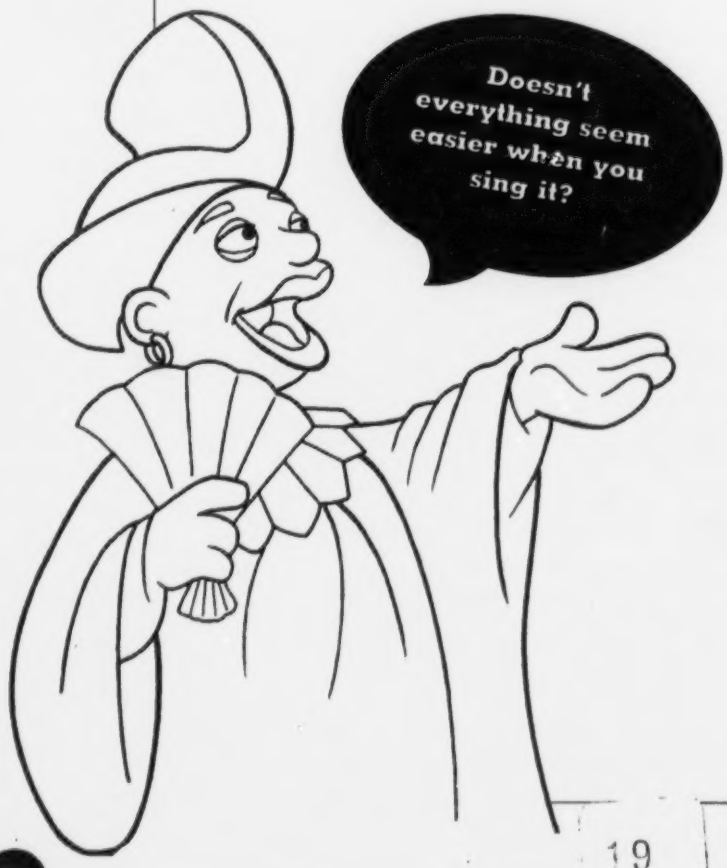
- Sing other BETWEEN THE LIONS songs when the need arises. If you notice children mixing up their *b*'s and *d*'s, hold a sing-along of the "*b* and *d* Confusion" song ("The Sad Dad" #201, "Bug Beard" #214). Help children learn about *ed* and the past tense by singing "It's Over Now" ("Five, Six, and Thistle Sticks" #213).

- Help children write new words to old, familiar, songs such as "Happy Birthday" or "Twinkle, Twinkle, Little Star." Children can write a song about their favorite BETWEEN THE LIONS character or their favorite book character. Then have a class concert, with children singing, dancing, rapping, playing an instrument, etc.

Theo, Cleo, Click

(to the tune of "Three Blind Mice")

Theo, Cleo, Click,
Theo, Cleo, Click.
See how they read,
See how they read.
They love to be in the library,
Where else can you always get books for free?
Did you ever see such readers as these?
Theo, Cleo, Click.



- Use any song lyrics to teach children about sequence. Write the words to a very familiar song on oak tag and cut the song apart by line. Then jumble up the lines of the song in a pocket chart. Tell children that something is wrong with the song. Ask children to rearrange the lines properly so you can all sing the song.

- Children and rock stars love to listen to themselves! Tape record children singing their original songs as well as children's renditions of BETWEEN THE LIONS songs. You might want to videotape children's performances to watch at a later time and perhaps for a curriculum night at your school.

The vowel sounds and word families found in songs can also strengthen children's phonemic awareness.

- Explain the saying "When two vowels go walking, the first one does the talking," using a word from a book you are reading in class to demonstrate. Then show children the BETWEEN THE LIONS song "When Two Vowels Go Walking" ("Poetry Day" #207, "Teacher's Pet" #209). Write each letter of the word you are studying on an index card, and have volunteers hold the cards and stand in a row to "spell" the word. Remind children that when we read, we start on the left and read to the right.
- Write the words to a familiar song on chart paper. In each word, have volunteers circle the letters that represent a vowel sound or word family they are currently studying.
- Ask small groups of volunteers to "sing" a vowel sound as Martha Reader and the Vowelles do. Have each group write a word that contains their vowel sound on a large piece of oak tag. Give the groups plenty of time to practice, then invite them to "sing" their vowel to the class. At the end of their performance, they can hold up their word while the rest of the class chimes in.
- Interesting things happen to vowels when Silent *e* pays a visit. Invite children to chant the Vowel Boot Camp drills about silent *e* when you introduce lessons on the concept.

Find BETWEEN THE LIONS song lyrics on page 29 and at the back of this guide. You can hear some of the songs and find more lyrics at pbskids.org/lions. Click on Things to Print or Songs.

BETWEEN THE LIONS Episodes

These episodes feature songs that focus on vowel sounds. You may also consult the Song Index on the BETWEEN THE LIONS Web site.

"The Good Seed" #203
"Double *ee* Song"

"Poetry Day" #207
"*a–i* Song"
"When Two Vowels Go Walking"

"Bobby the Hopping Robot" #208
"The Irish Step Dance" (short *o*)

"Teacher's Pet" #209
"What's Your Name?" (*ea*)
"When Two Vowels Go Walking"

"The Last Cliff Hanger" #210
"What's Your Name?" (short *a*)

"Trains and Brains and Rainy Plains" #215
"*a–i* Train"

"Quest, Quest, Quest" #216
"What's Your Name?" (short *e*)

"Why the Baboon's Balloon Went Ka-boom!" #218
"The Loose Tooth Tango" (*oo*)

"Dreaming Shakespeare" #220
"What's Your Name?" (*ea*)

"Rats" #221
"What's Your Name?" (short *a*)

"Tweet! Tweet!" #222
"Double *ee* Song"

"The Chess Mess" #224
"Peep Keeps Seeking Sheep" (*ee*)
"What's Your Name?" (short *e*)

Every episode of BETWEEN THE LIONS features Martha Reader and the Vowelles as well as other singers.

BEST COPY AVAILABLE

Reasons to Write

The following activities focus on different forms of creative writing.

- Show several segments of "The Adventures of Cliff Hanger." Discuss how the adventures always begin and end the same but the middle is different. Invite children to write and illustrate their own Cliff Hanger adventure. They will have to create a new middle that will, yet again, leave him stranded on the cliff. Create a classroom set of these new adventures.

- Invite children to write letters to each other. Create a classroom post office with paper, envelopes, return address stickers or stamp, stickers for postage stamps, and different writing implements. Children can make their own personal mailboxes and a class mailbox. Students can sort the mail, cancel the "stamps," and deliver the letters. Expand your post office to include other first grades or an older class.

- People (and lions) write for many different purposes. Leona writes in lieu of speaking in "Pebble Trouble" (#211). Lionel writes a crime story in "The Spider and the Lie" (#217). Everyone has fun writing poems in "Poetry Day" (#207). Show children the "Got a Good Reason to Write" song ("Pebble Trouble" #211, "The Spider and the Lie" #217). See how many reasons children have for writing during the week. You may want to graph the results. At the end of the week, ask kids to choose their favorite type of writing and to complete a sample. Display their work on a "Reasons to Write" bulletin board.

BEST COPY AVAILABLE

These activities help children with spelling and the mechanics of writing.

- Theo is reunited with his long-lost typewriter in "Clickety-clack, Clickety-clack!" (#206). If possible, bring an electric or manual typewriter to class for children to use for writing. They will find it very different from a computer keyboard. Give children a chance to use the typewriter for writing their names, short sentences, and so on.
- Use a simple book on the history of writing such as *Writing and Printing* by Scott Steedman to explain the ways people through the ages have recorded the written word. As a class, gather a distinctive collection of markers, crayons, pencils, pens, paints, brushes; include interesting erasers, etc. When learning a new word, word family, punctuation, or skill, invite children to select their favorite writing tool and get ready to write!
- Discuss with children how closely reading and spelling are related. For example, use the BETWEEN THE LIONS song "If You Can Read *at*" to show that if they can spell *at* they can also spell *bat*, *sat*, and *vat*. Create a spelling "chart" based on word families to post around the classroom.
- Post a Writer's Checklist in a prominent place in the classroom, or make a copy for each child. Include points such as "Did I begin each sentence with a capital letter?" "Did I check my spelling?" and so on. Encourage children to refer to the checklist after they write and then correct their writing if necessary.
- Sam Spud shows children that making mistakes while writing is okay. He also demonstrates that writers need to revise their work. Write several sentences, each with one error, and place them in the writing center. Invite children to work alone or with a partner to sleuth out the problem and correct it. For example, "I noticed that she was carrying a *dog* in one hand." (*bag*)

BETWEEN THE LIONS Episodes

These episodes focus on writing.

"Teacher's Pet" #209
Sam Spud writes about his latest case; Cleo finds Ms. Creaky's flu remedy in a journal.

"The Last Cliff Hanger" #210
Lionel is very unhappy because author Livingston Dangerously has written *The Last Cliff Hanger*; Sam Spud writes about his latest case.

"Quest, Quest, Quest!" #216
Writer Babs Kaplan returns to the library to write an adventure about two knights and a nasty villain; Sam Spud writes about his latest case.

"Why the Baboon's Balloon Went Ka-boom!" #218
Information Hen takes notes. Livingston Dangerously has written yet another Cliff Hanger adventure.

"But, Mama, But. . ." #219
Lionel writes a list of Cleo's chores.

"Tweet! Tweet!" #222
Sam Spud writes about his latest case.

"Good Night, Knight" #223
Lionel takes notes about marionettes and writes about them for school.

These episodes feature another Cliff Hanger adventure by Livingston Dangerously.

"Zoop! Zoop!"

"Clickety-clack, Clickety-clack!" #205

"Poetry Day" #206

"Five, Six, and Thistle Sticks" #207

"Trains and Brains and Rainy Plains" #213

#215

Write Now!

Try these books about writers and writing.

Christelow, Ellen. *What Do Authors Do?*

Krensky, Stephen. *Breaking into Print*

Nixon, Joan Lowry. *If You Were a Writer*

Pinkwater, Daniel. *Author's Day*

BEST COPY AVAILABLE

Be a Designated Reader!

These activities will give you ideas for implementing the Designated Reader campaign in your classroom.

BETWEEN THE LIONS is part of a new, nationwide campaign—Designated Reader—to raise awareness about the importance of reading with children. The campaign aims to ensure that every child has someone to read to him or her every day. Here are some ways you can introduce and support the Designated Reader campaign.

- Partner children in your class with older children from another grade. Set aside time every day (or every week) when children are read to by their reading partners.
- If your classroom has a stuffed animal "mascot," children can take turns being its Designated Reader. Allow time for children to read to the mascot during school or have children read to the mascot at home.
- The American Academy of Pediatrics strongly recommends daily reading to children from six months of age. Children can be Designated Readers to a younger child at home, even if it means just showing and talking about the illustrations.
- Send a letter home explaining the Designated Reader campaign and what a Designated Reader is. Include information about the library as well as booklists. Since booklists are sometimes overwhelming for busy adults, consider making single-title bookmarks. Include title, author, and a brief-but-interesting summary.
- Send home reading logs (see page 24) so that children and their Designated Readers can keep a record of all the books they read. Family members will see their child's reading and literacy growth; children will be amazed at how many books they read together.
- Ask family members, school staff, and other adults to be "Mystery Readers." Don't divulge who the mystery reader is (and remind staff and family members not to let on, either!). If possible, have the mystery reader "announced" when he or she arrives in the building, being careful not to mention name or gender. When the person finally arrives in class, children will be excited to discover who it is. The event helps demonstrate that reading is so important that a busy adult has taken time to come to school to read.

read kids roar rhyme congratulations! smile dance read roar well done! hug talk kids good job! smile well done!

BETWEEN THE LIONS Episode
The following episode specifically mentions Designated Reader.

"Humph! Humph! Humph!" #202
It's Designated Reader Day in the library and Lionel's friend Gus gets humphy when Leona asks him to read to her.

At the end of every show before the credits, look for a message about the Designated Reader campaign.

Designated Reader (*n*):

1. **A person chosen to read aloud to a child on a given day, as part of a nationwide campaign to make sure that every child is read to every day.**
2. **Someone committed to helping children develop learning and literacy skills while having fun.**
3. **A parent, grandparent, teenager, teacher, librarian, volunteer, neighbor, babysitter, you, me, or anyone who takes the time to read to children and help them develop a love of reading.**

You may want to use or adapt the letter below to kick off your Designated Reader campaign. Check out the Parents and Teachers section of the BETWEEN THE LIONS Web site for literacy tips, booklists, and related materials you can send home.

DEAR PARENTS,

Reading is one of the most important things you can do for your child. When you become your child's Designated Reader (someone who reads to him or her every day), you help your child learn to read and love books. Reading together just a few minutes a day can help your child be more successful in school and later in life.

Sometimes it's hard to find the time to read. You may want to enlist the help of someone else to be a Designated Reader—a grandparent, aunt or uncle, cousin, older sibling, etc. You can keep track of the books you read with this reading log.

Thank you for your help—and happy reading!

Sincerely,

(Your signature)

BEST COPY AVAILABLE

Reading Difficulties

Try these activities to encourage struggling or reluctant readers and help children who may have a learning disability.

- The song "Jump Right In!" ("Humph! Humph! Humph!" #202) is a great motivational song for all learners, whether they are struggling readers or not. Write the lyrics to this song on chart paper. Sing the song together to encourage children when they are struggling with new concepts or other difficulties.
- Being able to read simple books with predictable texts (such as the print shown in Fun with Chicken Jane segments) can help children gain confidence and build fluency. Include these "practice" books, series books, and even comic books in your classroom library. Occasionally choose one of these as a read-aloud to show children that all kinds of books are valued.
- Selecting books to read themselves can be very empowering for children. It can also be frustrating if the child chooses books that are too hard for him or her. Share the following "Rule of Thumb" with children so they will have success finding books they can read.

1. Start reading any page in the book.
2. Each time you come to a word you don't know, put a finger down.
3. Proper names *don't* count.
4. If you use up all four fingers and your thumb on *one* page...
5. ...then the book is *probably* too hard for now.

dance smile well done! talk kids read well done! hooray! talk dance read hug sing read hurrah!

Checklist of Common Warning Signs of Learning Disabilities

Children learn in different ways and at very different rates. The range of abilities within a single classroom can be vast. Unless a child manifests several warning signs consistently and the problems persist over time, there is probably no need for concern. However, it's never too early to stop and take a closer look; the sooner a problem is found, the better the chances of getting help.

This checklist from the National Center for Learning Disabilities (NCLD)* offers guidance for parents and professionals. It should not be used to diagnose children, but may help in seeking advice, information, and assessment.

Does the child have trouble with:

- ☐ Learning new vocabulary
- ☐ Speaking in full sentences
- ☐ Understanding the rules of conversation
- ☐ Retelling stories
- ☐ Remembering newly learned information
- ☐ Expressing thoughts orally or in writing
- ☐ Holding a pencil
- ☐ Handwriting
- ☐ Following directions
- ☐ Self-esteem
- ☐ Remembering routines
- ☐ Learning new skills
- ☐ Understanding what he or she reads
- ☐ Drawing or copying letters, number, shapes
- ☐ Understanding which information presented in class is important

A Checklist for the Classroom Teacher

The following list, compiled by the NCLD, provides a checklist of items that will help children who struggle to overcome learning difficulties, and ultimately enhance their opportunities for success in the classroom. Use the list as a general guideline; you will of course have to tailor your strategies to each individual student. For a complete list, consult the NCLD Web site at www.ld.org

- ☐ Be sure to arrange seating for students with learning difficulties so that they have easy access to the teacher, and include them as part of the regular classroom. Keep them away from distractions such as a window with a view of the playground, street, or noisy hallway.
- ☐ If classroom routines include moving to activity centers or working in clusters, help these students to stay organized as they transition between places and activities.
- ☐ When changes are necessary, try to make transitions as smooth as possible. Preparing for transitions, providing structure, and warning children in advance that changes are coming are easy ways to begin.
- ☐ Help students stay organized; develop routines for "getting started," "doing the work," and "what's next." Allow students extra time to complete their work if needed.
- ☐ Surround students with good role models. Encourage peer tutoring and cooperative learning.
- ☐ Call the student's name before addressing him or her or asking him or her to recite, and maintain eye contact while speaking with the student.
- ☐ Praise their correct and acceptable work (including small successes); do not just focus on their mistakes.
- ☐ Recognize and give credit for their participation in class. This helps build self-confidence and promotes acceptance by peers.
- ☐ If grades or comments on written material are given, consider designating separate grades for content, thought, and effort and others for spelling, punctuation, or handwriting.
- ☐ Practice spelling words in the order they will be presented on tests. Have the students write the words and spell them aloud, and self-correct from the master list.
- ☐ Be sure that students with reading delays are not asked to read aloud in class without preparation.
- ☐ Help all students feel comfortable about asking questions. Often children with learning difficulties may be reluctant to ask for help.
- ☐ Provide clear and concise instructions both orally and in writing. Demonstrating tasks and giving students a chance to practice and ask questions are very helpful.

*The NCLD provides national leadership in support of children, adolescents, and adults with learning disabilities by offering information, resources, and referral services; developing and supporting innovative educational programs; promoting public awareness; and advocating for more effective policies and legislation to help individuals with learning disabilities.

Reading Log

I'm wild about reading! I'm wild about reading! I'm wild about reading! I'm wild about reading! I'm wild about reading! I'm wild about reading!

Between the Lions™

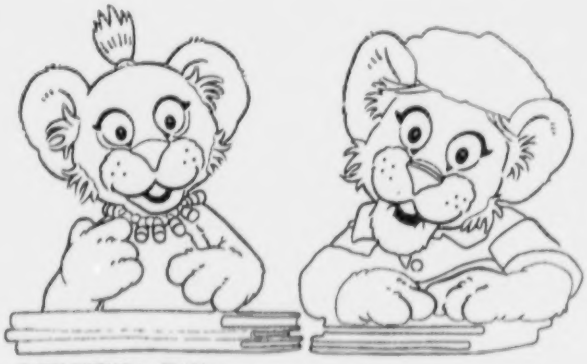
Reading Log

Name _____

Date _____

Book Titles

1. _____
2. _____
3. _____
4. _____
5. _____



© 2001 WGBH/Sirius Thinking

I'm wild about reading! I'm wild about reading! I'm wild about reading! I'm wild about reading! I'm wild about reading! I'm wild about reading!

Teachers: Challenge your students to read or listen to five books and keep track of them with this handy reading log. Display them in class so students can share their recommendations with each other.

Reading Certificate

congratulations! hurrah! good job! well done! hooray! congratulations! good job! hurrah! hooray!

Between the Lions™

Roaring Reading Award

Name _____

Class _____

Signed _____ Date _____

We're glad you're wild about reading!

© 2001 WGBH/Sinus Thinking

good job! well done! hooray! hurrah! good job! well done! hooray!

good job! well done! hooray! hurrah! good job! well done! hooray!

hooray! good job! hurrah! congratulations! well done! hooray! good job! congratulations! hurrah!

BEST COPY AVAILABLE

Episode Descriptions

Season One and Season Two

Be Bop (#130)
When cool, jazzy shoes come out of a book and dance all over the library, everybody gets in the groove.
Key word: *bop*
Word family: *-op*
Target vowel: short *o*

Bobby the Hopping Robot (#208)
Why is Bobby the Hopping Robot not hopping?
Key word: *hop*
Word family: *-op*
Target vowel: short *o*

The Boy Who Cried Wolf (#108)
Lionel and Leona show a shepherd boy from a storybook how to cry "Wolf!" when his sheep are threatened, and then he doesn't stop!
Key word: *big*
Word family: *-ig*
Target vowel: short *i*

Bug Beard (#214)
A woodcutter and his wife, played by Ossie Davis and Ruby Dee, need the lions' help with a man who has bugs, bugs, bugs in his beard.
Key word: *bug*
Word family: *-ug*
Target vowel: short *u*

But, Mama, But... (#219)
Cleo is going away for a few days, and Leona thinks she's too big to miss her mother.
Key word: *but*
Word family: *-ut*
Target vowel: short *u*

The Chap with C..ps (#112)
The Lion family helps a writer fix a story about a chap, a cap, and lots of chattering monkeys.
Key word: *cap*
Word family: *-ap*
Target vowel: short *a*

The Chess Mess (#224)
It's Alice Day! It's Alice Day! Callooh! Callay! Hooray!
Key word: *chess*
Word family: *-ess*
Target vowel: short *e*

Clickety-clack, Clickety-clack! (#206)
Theo borrows a cow's typewriter and doesn't want to give it back.
Key word: *click*
Word family: *-ick*
Target vowel: short *i*

Dreaming Shakespeare (#220)
Can Anthony Asbury help a chicken looking for a book about plumbing become a star in a Shakespeare play?
Key word: *dream*
Word family: *-eam*
Target vowel: ea as long *e*

Farmer Ken's Puzzle (#104)
Lionel won't let Leona play a computer game for ages seven and up because she's four and down.
Key word: *hen*
Word family: *-en*
Target vowel: short *e*

Five, Six, and Thistle Sticks (#213)
Can Lionel and Lenny still be best friends if they don't like the same things anymore?
Key word: *six*
Word family: *-ix*
Target vowel: short *i*

The Fox and the Crow (#128)
Walter and Clay Pigeon want "The Fox and the Crow" banned from the library because they think the story makes birds look like birdbrains.
Key word: *drop*
Word family: *-op*
Target vowel: short *o*

Fuzzy Wuzzy, Wuzzy? (#109)
Fuzzy Wuzzy was a bear. Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he? Well, was he?
Key word: *fuzzy*
Word family: *-uzz*
Target vowel: short *u*

Giants and Cubs (#129)
Leona thinks scary giants are coming into the library to clobber lion cubs.
Key word: *cub*
Word family: *-ub*
Target vowel: short and long *u*

Good Night, Knight (#223)
Orlando Furioso, the brave knight, will save the fair Angelica and lift the curse of Fallerina if he can be put back together again!
Key word: *knight*
Word family: *-ight*
Target vowel: long *i*

The Good Seed (#203)
Hee, hee, hee! Click the Mouse has a computer virus! Hee, hee, hee!
Key word: *seed*
Word family: *-eed*
Target vowel: ee as long *e*

The Hopping Hen (#106)
Everyone in the library goes crazy after Lionel puts up signs about new rules.
Key word: *hen*
Word family: *-en*
Target vowel: short *e*

Hug, Hug, Hug! (#118)
Leona helps a sculptor who falls in love with his statue.
Key word: *hug*
Word family: *-ug*
Target vowel: short *u*

Humph! Humph! Humph! (#202)
Lionel's friend Gus gets humphy when Leona asks him to read to her.
Key word: *hump*
Word family: *-ump*
Target vowel: short *u*

Icarus's Wings (#204)
It's a bird! It's a plane! It's Barnaby B. Busterfield III!
Key word: *wing*
Word family: *-ing*
Target vowel: short *i*

A King and His Hawk (#125)
Leona thinks a book Lionel reads to her is too sad, so she tries to make sure nobody else can read it.
Key word: *king*
Word family: *-ing*
Target vowel: short *i*

The Last Cliff Hanger (#210)
Lionel is very unhappy because author Livingston Dangerously has written The Last Cliff Hanger.
Key word: *last*
Word family: *-ast*
Target vowel: short *a*

Lionel's Antlers (#110)
Just like the girl in the book *Imogene's Antlers*, Lionel wakes up with antlers on his head.
Key word: *antlers*
Word family: *-an*
Target vowel: short *a*

Lionel's Great Escape Trick (#114)
Lionel ties himself up with ropes and tries to escape without magic words.
Key word: *trick*
Word family: *-ick*
Target vowel: short *i*

Little Big Mouse (#103)
Click's feelings are hurt when Lionel and Leona start a fan club for a heroic storybook mouse.
Key word: *little*
Word family: *-it*
Target vowel: short *i*

The Lost Rock (#102)
A rock rolls out of his book and then can't remember which book he belongs in.
Key word: *rock*
Word family: *-ock*
Target vowel: short *o*

The Lucky Duck (#123)
Lionel tries to help a very cute duck from a very cute book stop being so cute.
Key word: *duck*
Word family: *-uck*
Target vowel: short *u*

Oh, Yes, It Can! (#212)
Can yams, gloves, and hammers talk? Oh, yes, they can!
Key word: *can*
Word family: *-an*
Target vowel: short *a*

The Old Man (#124)
Writer Babs Caplan visits the library to write the world's scariest story.
Key word: *man*
Word family: *-an*
Target vowel: short *a*

Pandora's Box (#113)
Should Lionel and Leona open a mysterious box that has a "Do Not Open!" sign on it?
Key word: *box*
Word family: *-ox*
Target vowel: short *o*

Pebble Trouble (#211)
Leona is under a table and won't come out.
Key word: *pebble*
Word family: *-eb*
Target vowel: short *e*

A Peck of Peppers (#120)
Lionel thinks he is the king of tongue twisters and nobody can write one that he can't say.
Key word: *pepper*
Word family: *-ep*
Target vowel: short *e*

Pecos Bill Cleans Up the West (#101)
A storybook tornado blows into the library and makes a terrible mess.
Key word: *west*
Word family: *-est*
Target vowel: short *e*

Piggyback, Piggyback (#127)
Leona decides to ride piggyback on her dad's back forever and ever.
Key word: *back*
Word family: *-ack*
Target vowel: short *a*

Poetry Day (#207)
Two pigeons named Walter and Clay learn all about poetry on Poetry Day!
Key word: *train*
Word family: *-ain*
Target vowel: *ai* combination

The Popcorn Popper (#116)
Lionel and Leona persuade Click to take a magic popcorn popper out of a book and then can't make it stop popping!
Key word: *pop*
Word family: *-op*
Target vowel: short *o*

Quest, Quest, Quest! (#216)
Faith Prince stars in an adventure about two knights and a nasty villain, written by Babs Caplan with a little help from the lions.
Key word: *quest*
Word family: *-est*
Target vowel: short *e*

The Ram in the Pepper Patch (#119)
A rambunctious ram leaves his book, butts everyone and everything in the library, and won't go back!
Key word: *ram*
Word family: *-am*
Target vowel: short *a*

BEST COPY AVAILABLE

Rats (#221)
Sticks and stones can break your bones, but names can never hurt you. Or can they?
Key word: *rat*
Word family: *-at*
Target vowel: short *a*

Red Hat, Green Hat (#122)
Leona's new hat stirs up trouble in the library.
Key word: *red*
Word family: *-ed*
Target vowel: short *e*

The Roar That Makes Them Run (#126)
Leona and Lionel try to get their dad to roar a mighty roar.
Key word: *run*
Word family: *-un*
Target vowel: short *u*

The Sad Dad (#201)
Theo reads a story, starring Bruno Kirby and Denny Dillon, about a sad dad who gets advice from a wise woman and ends up with chickens, goats, cows, and an elk in his house.
Key word: *bad*
Word family: *-ad*
Target vowel: short *a*

Sausage Nose (#121)
Theo, Cleo, Lionel, and Leona watch a video about a husband and wife, three wishes, a sausage, and a nose.
Key word: *wish*
Word family: *-ish*
Target vowel: short *i*

Shooting Stars (#105)
The very sleepy Lion family tries to stay up very late at night, so they won't miss the most spectacular meteor shower of the year.
Key word: *star*
Word family: *-ar*
Target vowel: r-controlled *a*

Something Fishy (#117)
When Lionel reads the latest Cliff Hanger book to Leona, it gives her an idea about how to make one of her biggest dreams come true.
Key word: *fish*
Word family: *-ish*
Target vowel: short *i*

The Spider and the Lie (#217)
It's up to Judge Click the Mouse to find out who's telling the truth—Leona or a shady monkey named Monkey C. Monkeydew.
Key word: *spider*
Word family: *-ide*
Target vowel: long *i*

Stop That Chicken! (#225)
It's poultry in motion when Chicken Jane flies out of her book into the library.
Key word: *stop*
Word family: *-op*
Target vowel: short *o*

Teacher's Pet (#209)
Cleo has the I-can't-hear-or-tell-or-smell-if-someone's-sneaking-up-on-me flu.
Key word: *teacher*
Word family: *-each*
Target vowel: ea as long *e*

There's a Fly in My Soup (#115)
Everyone reads jokes to Click the Mouse to try to make her laugh.
Key word: *fly*
Word family: *-y*
Target vowel: *y* (long *i*)

To the Ship! To the Ship! (#111)
Lionel and Walter Pigeon think all pirates were men, so they won't let Leona and Clay Pigeon join their pirate game.
Key word: *ship*
Word family: *-ip*
Target vowel: short *i*

Touching the Moon (#107)
Leona keeps the whole family awake because she wants a queen to touch the moon.
Key word: *moon*
Word family: *-oon*
Target vowel: double *o*

Trains and Brains and Rainy Plains (#215)
Lionel and Leona ride a train into a book called *Bringing the Rain to Kapiti Plain*.
Key word: *rain*
Word family: *-ain*
Target vowel: ai as long *a*

Tweet! Tweet! (#222)
Walter and Clay Pigeon meet face-to-face with Tyrannosaurus rex!
Key word: *tweet*
Word family: *-eet*
Target vowel: ee as long *e*

Why the Baboon's Balloon Went Ka-boom! (#218)
A little bug goes ka-choo! and a baboon's balloon goes ka-boom.
Key word: *ka-choo*
Word family: *-oo*
Target vowel: *oo*

Zoop! Zoop! (#205)
Leona faces her fear of a scary fictional giant, with the help of her mother and a ukelele.
Key word: *zoop*
Word family: *-oop*
Target vowel: *oo*

BETWEEN THE LIONS Theme Song

Jump Right In

It used to be I couldn't jump,
It really wasn't funny.
And now you see what I've become:
A superpowered bunny!

The minute you try jumpin', man,
You're already a winner.
So don't go feelin' down and blue
If you're just a beginner!

(C'mon and) Jump right in!

Get over the hump!

Yeah, jump, jump, jump!

Right out of the dumps!

Hey, jump right in!

Get yourself pumped.

Yeah, jump, jump, jump!

Get off of your rump!

Every dream you're dreamin'
needs a place to start.
So just jump right in with
all of your heart!

If at first you don't succeed,
Hey, don't get grim and grumpy,
'Cause every road worth travellin'
Can get a little bumpy.

First you worry 'bout a slump
But soon enough instead,
You gotta worry 'bout the moon,
'Cause you might bump your head!

(C'mon and) Jump right in!

Get over the hump!

Yeah, jump, jump, jump!

Right out of the dumps!

Hey, jump right in!

Get yourself pumped.

Yeah, jump, jump, jump!

Get off of your rump!

Every dream you're dreamin'
needs a place to start.
So just jump right in with
all of your heart!

(C'mon and) Jump right in!

Get over the hump!

Yeah, jump, jump, jump!

Right out of the dumps!

Hey, jump right in!

Get yourself pumped.

Yeah, jump, jump, jump!

Get off of your rump!

Every dream you're dreamin'
needs a place to start.
So just jump right in with
all of your heart!

Hey, now,
Hey, wow,
Here's how,
Come and read
BETWEEN THE LIONS.

Come on,
Come in,
Begin—
The world awaits.

BETWEEN THE LIONS,
Between the covers of a book,
It's time to look
BETWEEN THE LIONS.

Behold the tales,
Beyond the tails,
Behind the door—
Become, explore!

Come in BETWEEN THE LIONS,
Begin BETWEEN THE LIONS,
Be here BETWEEN THE LIONS.

BEST COPY AVAILABLE

List of Episodes
(title & program number)

by vowel sounds

/a/ short *a*

The Chap with Caps 112
The Last Cliff Hanger 210
Lionel's Antlers 110
Oh, Yes, It Can! 212
The Old Man 124
Piggyback, Piggyback 127
The Ram in the Pepper Patch 119
Rats 221
The Sad Dad 201

/ai/ vowel combination

Poetry Day 207
Trains and Brains and Rainy Plains 215

/ar/ combination

Shooting Stars 105

/e/ short *e*

The Chess Mess 224
Farmer Ken's Puzzle 104
The Hopping Hen 106
Pebble Trouble 211
A Peck of Peppers 120
Pecos Bill Cleans Up the West 101
Quest, Quest, Quest! 216
Red Hat, Green Hat 122

/ea/ vowel combination

Dreaming Shakespeare 220
Teacher's Pet 209

/ee/ vowel combination

The Good Seed 203
Tweet! Tweet! 222

/i/ short *i*

The Boy Who Cried Wolf 108
Clickety-clack, Clickety-clack! 206
Five, Six, and Thistle Sticks 213
Icarus's Wings 204
A King and His Hawk 125
Lionel's Great Escape Trick 114
Little Big Mouse 103
Sausage Nose 121
Something Fishy 117
To the Ship! To the Ship! 111

i_e (e.g, bite, line)

The Spider and the Lie 217

igh

Good Night, Knight 223

/o/ short *o*

Be Bop 130
Bobby the Hopping Robot 208
The Fox and the Crow 128
The Lost Rock 102
Pandora's Box 113
The Popcorn Popper 116
Stop That Chicken! 225

/oo/ double *o*

Touching the Moon 107
Why the Baboon's Balloon Went Ka-boom! 218
Zoop! Zoop! 205

/u/ short *u*

Bug Beard 214
But, Mama, But... 219
Fuzzy Wuzzy, Wuzzy? 109
Giants and Cubs 129
Hug, Hug, Hug! 118
Humph! Humph! Humph! 202
The Lucky Duck 123
The Roar That Makes Them Run 126

/y/

There's a Fly in My Soup 115

by consonants

b

Be Bop 130
Bobby the Hopping Robot 208
The Boy Who Cried Wolf 108
Bug Beard 214
But, Mama, But... 219
Pandora's Box 113

c

The Chap with Caps 112
Clickety-clack, Clickety-clack! 206
Giants and Cubs 129
Oh, Yes, It Can! 212

ch

The Chap with Caps 112
The Chess Mess 224

ck

Piggyback, Piggyback 127

d

Dreaming Shakespeare 220
The Lucky Duck 123
The Sad Dad 201

f

The Fox and the Crow 128
Fuzzy Wuzzy, Wuzzy? 109
Something Fishy 117
There's a Fly in My Soup 115

g

Giants and Cubs 129
Red Hat, Green Hat 122

h

Bobby the Hopping Robot 208
The Hopping Hen 106
Hug, Hug, Hug! 118
Humph, Humph, Humph! 202
Red Hat, Green Hat 122

j

Five, Six, and Thistle Sticks 213
Humph! Humph! Humph! 202

k

A King and His Hawk 125
Why the Baboon's Balloon Went Ka-boom! 218

l

The Last Cliff Hanger 210
The Lucky Duck 123
The Spider and the Lie 217

m

Little Big Mouse 103
The Old Man 124
Touching the Moon 107

n

Good Night, Knight 223
The Hopping Hen 106

p

Pebble Trouble 211
A Peck of Peppers 120
The Popcorn Popper 116

q

Touching the Moon 107
Quest, Quest, Quest! 216

r

The Lost Rock 102
The Ram in the Pepper Patch 119
Rats 221
Trains and Brains and Rainy Plains 215

s

Five, Six, and Thistle Sticks 213
The Good Seed 203
The Sad Dad 201
Shooting Stars 105
Stop That Chicken! 225

sh

Sausage Nose 121
To the Ship! To the Ship! 111

t

Lionel's Great Escape Trick 114
Teacher's Pet 209
Trains and Brains and Rainy Plains 215
Tweet! Tweet! 222

th

Five, Six, and Thistle Sticks 213

v

The Fox and the Crow 128

w

Fuzzy Wuzzy, Wuzzy? 109
Icarus's Wings 204
Pecos Bill Cleans Up the West 101
Sausage Nose 121

x

Five, Six, and Thistle Sticks 213
The Fox and the Crow 128
Pandora's Box 113

y

The Lucky Duck 123
Oh, Yes, It Can! 212
There's a Fly in My Soup 115

z

Fuzzy Wuzzy, Wuzzy? 109
A Peck of Peppers 120
Zoop! Zoop! 205

by genre

Aesop's Fables

The Boy Who Cried Wolf 108
The Fox and the Crow 128
Little Big Mouse 103

Children's Trade Books

Be Bop 130
But, Mama, But... 219
Clickety-clack, Clickety-clack! 206
Five, Six, and Thistle Sticks 213
The Good Seed 203
Lionel's Antlers 110
Pebble Trouble 211
Trains and Brains and Rainy Plains 215
Why the Baboon's Balloon Went Ka-boom! 218
Zoop! Zoop! 205

Classics
The Chess Mess 224
(Lewis Carroll)
Dreaming Shakespeare 220
Good Night, Knight 223
(Orlando Furioso)
Humph! Humph! Humph! 202
(Rudyard Kipling)
Rats *(Book of Kells)* 221

Easy Readers
Fuzzy Wuzzy, Wuzzy? 109
The Lucky Duck 123
Stop That Chicken! 225

Folk Tales
Bug Beard 214
The Chap with Caps 112
A King and His Hawk 125
Oh, Yes, It Can! 212
Pecos Bill Cleans 101
Up the West
Piggyback, Piggyback 127
The Ram in the 119
Pepper Patch
Red Hat, Green Hat 122
The Sad Dad 201
Sausage Nose 121
Touching the Moon 107

Greek Myths
Hug, Hug, Hug! 118
Icarus's Wings 204
Pandora's Box 113

Nonfiction/Information
Lionel's Great Escape Trick 114
The Roar That 126
Makes Them Run
Something Fishy 117
Tweet! Tweet! 222

Original Stories
The Last Cliff Hanger 210
The Lucky Duck 123
The Old Man 124
Quest, Quest, Quest! 216
Stop That Chicken! 225
To the Ship! To the Ship! 111

Other Text Forms
Giants and Cubs
(sports page) 129
The Hopping Hen (signs) 106
The Lost Rock (dictionary) 102
The Spider and the Lie
(crime) 217
Teacher's Pet 209
(newsletter, journal)

Poetry
Dreaming Shakespeare 220
Fuzzy Wuzzy, Wuzzy? 109
Poetry Day 207
Shooting Stars 105
Tweet! Tweet! 222

Toys, Games, Web Sites, Instructions, Jokes
Bobby the Hopping Robot 208
Farmer Ken's Puzzle 104
Fuzzy Wuzzy, Wuzzy? 109
A Peck of Peppers 120
The Popcorn Popper 116
There's a Fly in My Soup 115

by subject/theme

African Tales
The Chap with Caps 112
Oh, Yes, It Can! 212
Red Hat, Green Hat 122
Trains and Brains 215
and Rainy Plains

Animal Stories
The Boy Who Cried Wolf 108
The Fox and the Crow 128
Humph! Humph! Humph! 202
A King and His Hawk 125
Little Big Mouse 103
The Ram in the 119
Pepper Patch

Animal Facts
The Roar That 126
Makes Them Run
Something Fishy 117
Tweet! Tweet! 222

Challenges and Determination
The Chess Mess 224
Farmer Ken's Puzzle 104
Humph! Humph! Humph! 202
Lionel's Geat Escape Trick 114
A Peck of Peppers 120
Quest, Quest, Quest! 216
Shooting Stars 105
Touching the Moon 107

The Environment
Bug Beard 214
Pecos Bill Cleans 101
Up the West
Touching the Moon 107
Trains and Brains 215
and Rainy Plains
Why the Baboon's 218
Balloon Went Ka-boom!

Facing Fears
But, Mama, But... 219
Giants and Cubs 129
Lionel's Antlers 110
Pebble Trouble 211
Zoop! Zoop! 205

Family Relationships
But, Mama, But... 219
Farmer Ken's Puzzle 104
Pebble Trouble 211
Piggyback, Piggyback 127
The Roar That 126
Makes Them Run
To the Ship! To the Ship! 111

Finding Information
Lionel's Great Escape Trick 114
The Lost Rock 102
Something Fishy 117
Touching the Moon 107
Tweet! Tweet! 222

Following Directions (or NOT!)
Bobby the Hopping Robot 208
The Boy Who Cried Wolf 108
The Good Seed 203
The Hopping Hen 106
Icarus's Wings 204
Pandora's Box 113
The Popcorn Popper 116

Friendship
Five, Six, and Thistle Sticks 213
Humph! Humph! Humph! 202
A King and His Hawk 125
Rats 221
Red Hat, Green Hat 122

Growing Up
But, Mama, But... 219
The Good Seed 203
Piggyback, Piggyback 127

Helping Others
Bug Beard 214
Humph! Humph! Humph! 202
A King and His Hawk 125
Little Big Mouse 103
The Lost Rock 102
The Lucky Duck 123
The Ram in the 119
Pepper Patch
Sausage Nose 121
There's a Fly in My Soup 115

Imagination
Dreaming Shakespeare 220
Hug, Hug, Hug! 118
Oh, Yes, It Can! 212

Music
Be Bop 130
Zoop! Zoop! 205

Problem Solving
Bobby the Hopping Robot 208
The Chap with Caps 112
Good Night, Knight 223
The Popcorn Popper 116
Quest, Quest, Quest! 216
The Sad Dad 201
Sausage Nose 121
Teacher's Pet 209
Trains and Brains 215
and Rainy Plains

Self-Esteem
The Chess Mess 224
The Good Seed 203
Humph! Humph! Humph! 202
Little Big Mouse 103
The Lucky Duck 123
The Ram in the 119
Pepper Patch
Rats 221

Self-Expression
Be Bop 130
Bug Beard 214
But, Mama, But... 219
Hug, Hug, Hug! 118
Icarus's Wings 204
Poetry Day 207

Sports
Giants and Cubs 129
(baseball)
Piggyback, Piggyback 127
(soccer)

Transportation
But, Mama, But... 219
Trains and Brains 215
and Rainy Plains
Why the Baboon's 218
Balloon Went Ka-boom!

Writing Stories and Poems
The Chap with Caps 112
Clickety-clack, 206
Clickety-clack!
The Fox and the Crow 128
The Last Cliff Hanger 210
Lionel's Antlers 110
The Old Man 124
Pecos Bill Cleans 101
Up the West
Poetry Day 207
Rats 221
Shooting Stars 105
The Spider and the Lie 217
Touching the Moon 107

BEST COPY AVAILABLE

These BETWEEN THE LIONS songs are easy to learn, fun to sing, and will help you get lyrical about language concepts! For more song lyrics, visit the Songs section of the BETWEEN THE LIONS Web site.

Got a Good Reason to Write

I got a reason,
I got a reason,
Got a good reason to write...

When it's my brother's birthday
I write his name on the cake.
When we go on a car trip
We write the roads that we take.
When my poor dog was missing
We wrote a flyer to post.
When it was Halloween we wrote
"Beware of the ghost!"

I got a reason,
I got a reason,
Got a good reason to write.
I got a reason,
I got a reason,
Got a good reason to write.

When mom has to go shopping
I help her write up the list.
When I sent friends a postcard
I wrote "XX" for a kiss.
And I wrote down your number
So I can call on the phone,
And I know lots of reasons
To write for fun all alone.

I got a reason,
I got a reason,
Got a good reason to write.
I got a reason,
I got a reason,
Got a good reason to write!

If You Can Read *at*

If you can read
a, t, at

Then you can read
cat and *chat,*

And you can read
bat and *brat,*

And you can read
drat!

See, I got you
reading with me

All you need is
a little *a, t!*

If you can read
a, t, at

Then you can read
at and *flat,*

And you can read
sat and *scat,*

And you can read
splat!

See, I got you learning
with words

Don't you love every *at*
that you've heard!

If you can read
a, t, at

Then you can read
pat and *hat,*

And you can read
rat,

And you can read
bat,

'Cause you can read
at!

Double *ee* Song

Double *e*, double *e*, double *e*...

How I love double *e*!

When other letters (*ee, ee!*)
Go walkin' down the street
Double *e* you always make 'em
green (double *e*)

'Cause you're the letters (*ee, ee!*)
That they all wanna meet
For makin' bees knees and peachy keen!

Double *e* (double *e*)
You make a sound so sweet.
Double *e* (*ee, ee!*)
You make the birdies tweet.

Ain't a mountain too steep
Or a sea too deep
To keep me from double *e!*

See, double *e* (*ee, ee!*)
It can be nice and meek
As soft as fleece or as strong as steel (double *e*)
Gee, double *e* (*ee, ee!*)
You're just the vowels I seek
You pull my weed, yeah, you spin my wheel!

(eeeeee, e!)
Yeah, double *e*, you're what I need.
(eeeeee, e!)
Yeah, double *e*, you're just my speed.
(eeeeee, e!)
Yeah, double *e* makes me feel like a queen.
(eeeeee, e!)
Have you seen double *e*, have you seen?

Double *e* (double e)
You sweep me off my feet.
Double *e* (ee, ee)
You make the birdies tweet.

Ain't a mountain too steep
Or a sea too deep
To keep me from double *e!*

Double *e*...

BEST COPY AVAILABLE

Credits

This teacher's guide was produced by the Educational Programming and Outreach Department of the WGBH Educational Foundation.

Director, Educational Outreach
Karen Barss

Manager, Educational Print
Sonja Latimore

Outreach Manager
Mary Haggerty

Print Project Director
Cyrisse Jaffee

Project Assistant
Corinne Pierce

Outreach Coordinator
Gay Mohrbacher

Designers
Katie Hogan
Laura Varacchi

Print Production
Mark Hoffman

Writer
Laura Cerier

Cover Photography
Front: John E. Barrett
Back: Chrystie Sherman

Illustrations
Gabriel Polonsky
Golden Books
Jim Mahon

Song Lyrics
Theme Song by Sarah Durkee & Paul Jacobs; (c) 1999-2000; Roaring Dog Music; BTL Music; King Dog Music; Jive Durkee Music (ASCAP)
Jump Right In, Got a Good Reason to Write, If You Can Read *at*, and **Double *ee* Song** by Sarah Durkee & Paul Jacobs; (c) 2000–2001; Roaring Dog Music; BTL Music; King Dog Music; Jive Durkee Music (ASCAP)

BETWEEN THE LIONS

Executive-in-Charge
Brigid Sullivan

Executive Producer
Judith Stoia

Creative Producers
Christopher Cerf
Michael Frith
Norman Stiles

Project Director
Beth Kirsch

Curriculum Director
Linda Rath

Project Assistant
Tia Kaul

Teacher's Guide Advisory Board
Joan Gold
Flagg Street School
Worcester, MA

Linda Schwetz
Robert F. Kennedy School
Cambridge, MA

Katani Sumner
Young Achievers School
Jamaica Plain, MA

Irene Thomas
Brimmer and May School
Brookline, MA

Álma Wright
William Trotter Elementary School, Roxbury, MA

BETWEEN THE LIONS is produced by WGBH Boston and Sirius Thinking, Ltd.

Closed captioned for viewers who are deaf or hard of hearing.

Described for viewers who are blind or visually impaired by Descriptive Video Service® (DVS®). To access DVS, activate the second audio program (S.A.P.) on your stereo TV or VCR.

BETWEEN THE LIONS is funded in part by a Ready To Learn grant from the United States Department of Education through the Corporation for Public Broadcasting.

Major support is also provided by

Carnegie Corporation of New York
CHARLES H. REVSON FOUNDATION
PARK FOUNDATION
Institute for Civil Society
The Arthur Vining Davis Foundations

National corporate sponsorship is provided by

Cheerios

©2001 WGBH Educational Foundation and Sirius Thinking, Ltd. All rights reserved. BETWEEN THE LIONS, Get Wild about Reading, and the BTL characters and related indicia are trademarks of the WGBH Educational Foundation. All third party trademarks are the property of their respective owners. Used with permission. Permission is granted for reproduction of this printed material by schools and libraries for educational use only. All other rights reserved. Other than as discussed above, no part of *Roar into Reading* may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the WGBH Educational Foundation, 125 Western Avenue, Boston, MA 02134.

The contents of this guide were supported under the Ready-To-Learn Television Program, P/R Award Number R295A00002, as administered by the Office of Educational Research and Improvement, U.S. Department of Education. However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

BEST COPY AVAILABLE

WGBH
Educational Print and Outreach
125 Western Avenue
Boston, MA 02134
www.wgbh.org

Nonprofit Organization
U.S. Postage
PAID
Boston, MA
Permit No. 51738

BEST COPY AVAILABLE

BETWEEN THE LIONS is produced by WGBH and Sirius Thinking, Ltd.

BETWEEN THE LIONS is funded in part by a Ready To Learn grant from the United States Department of Education through the Corporation for Public Broadcasting.

Major support is also provided by

Carnegie Corporation of New York
CHARLES H. REVSON FOUNDATION
PARK FOUNDATION
The Arthur Vining Davis Foundations

National corporate sponsorship is provided by

Cheerios